

Hopkins Middle

1601 Clarkson Rd.
Hopkins, S. C. 29061

Grades	6–8 Middle School	
Enrollment	560 Students	
Principal	David L. Montgomery	803–695–3331
Superintendent	Dr. Allen J. Coles	803–231–7500
Board Chair	Dr. Jasper Salmond	803–231–7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	10	27	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

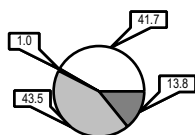
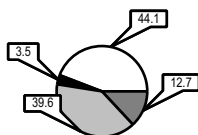
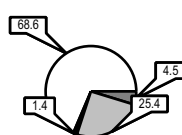
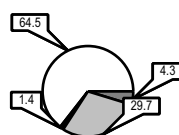
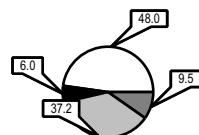
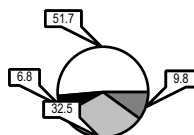
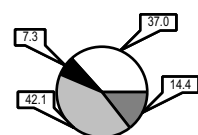
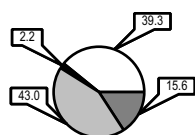
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	546	99.3	41.6	43.6	13.8	1.0	22.2	Yes	Yes
Gender									
Male	280	99.3	49.6	39.7	10.3	0.4	19.8		
Female	266	99.3	33.6	47.5	17.2	1.6	24.6		
Racial/Ethnic Group									
White	37	100.0	32.3	41.9	25.8	0.0	25.8	I/S	I/S
African American	506	99.2	42.2	43.7	13.0	1.1	22.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	486	99.6	37.7	45.8	15.3	1.2	24.8		
Disabled	60	96.7	72.2	25.9	1.9	0.0	1.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	546	99.3	41.6	43.6	13.8	1.0	22.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	546	99.3	41.6	43.6	13.8	1.0	22.2		
Socio-Economic Status									
Subsidized meals	388	99.0	47.2	41.8	10.4	0.6	19.0	No	Yes
Full-pay meals	158	100.0	28.9	47.7	21.5	2.0	29.5		

Mathematics – State Performance Objective = 36.7%									
All Students	546	99.3	44.0	39.7	12.8	3.5	23.7	Yes	Yes
Gender									
Male	280	99.3	50.0	32.6	14.0	3.3	20.7		
Female	266	99.3	38.1	46.7	11.5	3.7	26.6		
Racial/Ethnic Group									
White	37	100.0	32.3	38.7	12.9	16.1	38.7	I/S	I/S
African American	506	99.2	44.8	39.7	12.8	2.6	22.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	486	99.6	39.1	42.6	14.4	3.9	26.6		
Disabled	60	96.7	83.3	16.7	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	546	99.3	44.0	39.7	12.8	3.5	23.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	546	99.3	44.0	39.7	12.8	3.5	23.7		
Socio-Economic Status									
Subsidized meals	388	99.0	48.1	40.1	9.2	2.7	19.0	No	Yes
Full-pay meals	158	100.0	34.9	38.9	20.8	5.4	34.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	546	99.3	68.5	25.5	4.5	1.4	6.0
Gender							
Male	280	99.3	67.8	26.0	5.0	1.2	6.2
Female	266	99.3	69.3	25.0	4.1	1.6	5.7
Racial/Ethnic Group							
White	37	100.0	45.2	35.5	9.7	9.7	19.4
African American	506	99.2	70.2	24.7	4.2	0.9	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	486	99.6	66.4	26.9	5.1	1.6	6.7
Disabled	60	96.7	85.2	14.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	99.3	68.5	25.5	4.5	1.4	6.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	546	99.3	68.5	25.5	4.5	1.4	6.0
Socio-Economic Status							
Subsidized meals	388	99.0	73.0	22.6	4.2	0.3	4.5
Full-pay meals	158	100.0	58.4	32.2	5.4	4.0	9.4

Social Studies							
All Students	546	99.1	64.4	29.8	4.3	1.4	5.8
Gender							
Male	280	99.3	66.1	27.7	4.1	2.1	6.2
Female	266	98.9	62.7	32.0	4.5	0.8	5.3
Racial/Ethnic Group							
White	37	100.0	51.6	29.0	9.7	9.7	19.4
African American	506	99.0	65.3	29.8	4.0	0.9	4.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	486	99.4	62.0	31.5	4.9	1.6	6.5
Disabled	60	96.7	83.3	16.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	546	99.1	64.4	29.8	4.3	1.4	5.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	546	99.1	64.4	29.8	4.3	1.4	5.8
Socio-Economic Status							
Subsidized meals	388	98.7	70.0	26.1	3.6	0.3	3.9
Full-pay meals	158	100.0	51.7	38.3	6.0	4.0	10.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	100.0	46.2	38.0	11.1	4.7	15.8
	7	203	99.5	37.6	50.5	10.8	1.1	11.8
	8	183	98.4	42.4	44.8	12.7	N/A	12.7
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	180	98.3	51.9	33.3	12.8	1.9	14.7
	7	161	100.0	34.0	53.9	12.1	0.0	12.1
	8	205	99.5	38.4	44.3	16.2	1.1	17.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	99.4	34.7	45.3	13.5	6.5	20.0
	7	203	99.0	57.3	33.5	3.8	5.4	9.2
	8	183	98.4	53.3	34.5	7.9	4.2	12.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	180	98.3	26.9	52.6	17.9	2.6	20.5
	7	161	100.0	41.8	38.3	14.2	5.7	19.9
	8	205	99.5	59.5	30.3	7.6	2.7	10.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	180	98.3	73.7	19.9	3.8	2.6	6.4
	7	161	100.0	62.4	28.4	7.1	2.1	9.2
	8	205	99.5	68.6	28.1	3.2	0.0	3.2
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	180	98.3	67.9	26.3	4.5	1.3	5.8
	7	161	99.4	62.4	30.5	5.0	2.1	7.1
	8	205	99.5	62.7	32.4	3.8	1.1	4.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 560)				
Students enrolled in high school credit courses (grades 7 & 8)	47.5%	Up from 33.5%	13.8%	15.5%
Retention rate	3.5%	Up from 0.5%	3.5%	3.0%
Attendance rate	95.8%	Up from 95.7%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.8%	Down from 9.5%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.2%	Down from 7.5%	5.3%	4.6%
Eligible for gifted and talented	12.7%	Up from 11.4%	12.9%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Down from 11.7%	13.8%	13.6%
Older than usual for grade	4.3%	Up from 2.1%	6.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.9%	Down from 4.0%	0.9%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	57.8%	Up from 56.5%	47.2%	51.8%
Continuing contract teachers	80.0%	Down from 80.4%	76.5%	78.1%
Highly qualified teachers	87.2%	Up from 80.5%	88.5%	89.6%
Teachers with emergency or provisional certificates	5.3%	Down from 7.1%	6.9%	6.0%
Teachers returning from previous year	89.1%	Down from 91.5%	84.3%	85.4%
Teacher attendance rate	91.6%	Down from 91.7%	94.7%	94.9%
Average teacher salary	\$43,442	Up 5.9%	\$40,117	\$41,328
Prof. development days/teacher	7.3 days	Up from 5.0 days	11.3 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.1 to 1	21.1 to 1	21.3 to 1
Prime instructional time	85.9%	Down from 86.0%	89.1%	89.3%
Dollars spent per pupil*	\$7,366	Up 3.9%	\$6,039	\$6,022
Percent of expenditures for teacher salaries*	65.9%	Up from 65.2%	60.9%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	90.2%	Up from 80.8%	94.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hopkins Middle School, a Flagship School of Promise, had an average student population of 573 students during the 2004-05 school year. The mission of Hopkins Middle is to provide a safe and nurturing community of learners, facilitated by a caring, committed and highly qualified staff, supported by resources, families and community partnerships, where students excel to the highest level academically, creatively and socially to become contributing citizens in a culturally diverse and technologically based world.

Throughout the year, our students were recognized for many academic and extracurricular endeavors. Twenty-five students were named as Middle School Scholars. Two students placed in the Richland One Visual Literacy Festival, and seven placed in local, state and national essay contests. Nine students placed in math competitions. The Junior Beta Club students were first-place winners in the talent competition at the state convention for the second year. The girls' basketball team won the district championship for the third year. The boys' basketball team and the football team were the district's regular season champions.

Students also were selected for District Junior Honor Band, District Honors Orchestra, District Honors Chorus and Region III Honor Band. Sixteen students participated in the Hopkins Tech Team, a three-year grant project, funded by the National Science Foundation and SCETV, in partnership with the Girl Scouts of America.

English/language arts and mathematics classes were scheduled for an additional 80-minute-block to allow all students additional time for remediation or enrichment. The Accelerated Reader and Accelerated Math Programs also were utilized daily during this block. All students participated in the federally-funded Reading Is Fundamental (RIF) Program. A reading specialist assisted struggling readers in a small-classroom setting. An academic enrichment period was provided to allow all students an hour per day to focus upon remediation or enrichment activities in reading, language arts, mathematics, science and social studies.

In our continued efforts to improve test scores, opportunities for additional academic assistance were provided through an after-school program, focusing upon tutoring and homework assistance. The instructional program was also enhanced through continued staff development and implementation of Standards In Practice, Principles of Learning and Fred Jones' Tools for Teaching. Also, business partnerships were established with The State newspaper and local churches to provide tutors and mentors for our students.

In our efforts to provide a quality education, we are faced with the challenge of securing certified teachers, continuing to expand our use and incorporation of technology and actively engaging parents in the educational process of our students.

David L. Montgomery, Principal
Terry Sims, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	139	76
Percent satisfied with learning environment	24.4%	48.9%	55.4%
Percent satisfied with social and physical environment	51.1%	43.8%	50.7%
Percent satisfied with school-home relations	26.7%	77.9%	57.3%

*Only students at the highest middle school grade level at this school and their parents were included.